**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5** | | | **Date(s)**: |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task: Performance Task 1**  **Read Informational Texts with Different Structures** | | |
| * **Essential Question(s):**   **How do readers use what they know about the patterns of text structure to read nonfiction text?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **5th Grade Social Studies Book – page 60**  **Northern Explorers Packet**  **Books about Explorers from Media Center**  **Elmo**  **TV/Computer/flash drive/power point**  **Chart Paper**  **Markers**  **Sticky Notes**  **Chart with Signal Words used in problem-solution writing.**  **Problem-Solution Graphic Organizer Chart** | | | | **Lesson Vocabulary**  colonial – dating from or in a style typical of British North America in the late 17th to the early 19th century.  colony – a country or area that is ruled by another county.  artisan – somebody who is skilled at a craft  indenture – a contract committing an apprentice or servant to serve a master or employer for a specific period of time.  missionary – a religious teacher sent out by a church to spread its beliefs.  conquistadors – conqueror  navigation – science of planning and following a route  expedition – trip taken with the goal of exploring  arab – having to do with people or the land of southeastern Asia  foreign – Something or someone that is from a different land or country  navigator – a person who navigates a ship  routes – a course taken in getting from a starting point to a destination.  mutinied – to disobey authority.  **Unit Vocabulary**  **genre -** any category of [literature](http://en.wikipedia.org/wiki/Literature) or other forms of art or culture  **informational text -** Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics  **organization -** the way ideas are put together  **purpose -** the reason for which something is done (In reading, ask yourself, “What do I want to find out?”)  **summarize -** to tell the main ideas, events, or facts in your own words. | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent | **Reading**  **Standards: RI.5.5** - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, **problem/solution**, descriptive) of events, ideas, concepts, or information in two or more texts.  **I Can Statement(s):** I can recognize and use the problem and solution text structure to help me understand what I read.  **Instructional Plan:**  **Build Background:**  I will build the student’s background knowledge about the life of an explorer by having them view a video clip at the following links:  [http://player.discoveryeducation.com/index.cfm?guidAssetId=A484E450-D5F1-4D58-9B05-E34F633B3F86&blnFromSearch=1&productcode=US#](http://player.discoveryeducation.com/index.cfm?guidAssetId=A484E450-D5F1-4D58-9B05-E34F633B3F86&blnFromSearch=1&productcode=US)  I will also show a power point on how knowing text structure can help the reader better comprehend informational text. The power point will give a description of each of the following text structures: description, sequence/chronology, cause/effect, comparison and problem/solution  Before Reading: I will give a brief to get the gist statement sharing the reading passage*, Why Search For a Northwest Passage,* is going to tell us why many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia  I will introduce the lesson vocabulary words listed above.  Use pages 17-49 to create an Explorers In Search of the Northwest Passage Packet. This packet contains several reading selections on Henry Hudson, Jacques, and Why Search For a Northwest Passage.  <http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1270/3_searchnorthwestpassage.pdf>  **Modeled (I Do, You Watch):**  Using an Elmo, I will model a paragraph from the reading passage *Why Search For a Northwest Passage*. I will reread to do a close reading. While reading, I will “think aloud” modeling what words, phrases or text features in the text helped me know I was reading a problem-solution text I will also share thoughts about how this helps me comprehend what I am reading.  **Shared (We Do Together):**  The students and I will read page 60 in their social studies workbook about the improvement navigation (the first paragraph is the problem, the second paragraph is the solution)*.* We will reread for close reading and think aloud together about what we are noticing about the text that makes this a problem-solution text.  **Guided Practice ( You Do, I Help):**  The students will read the excerpt of Jacques Cartier.The students will reread for close reading and use sticky notes to mark text that helped identify the text structure. When complete, the student and their shoulder buddy will discuss the structure of the text, text they marked with sticky notes and any signal words they may have noticed that identified the text structure and how knowing the structure helped them understand what they read.  **Independent Practice (You Do):**  Students will read the selection on *Henry Hudson* and a second time for close reading. Students will use sticky notes to mark text that helped identify the structure of the text. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.5.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **I Can Statement(s):**  I can gather relevant information from print and digital sources.  I can use my notes to summarize information  **Instructional Plan:**  Modeled: I will model writing a postcard to my family about a problem I encountered and how I solved the issue.  Independent: Students (with a partner) will pick an explorer, from a list (see below), to do a center on. They can pick from the following centers:  1. Create a postcard as if you were the explorer. In your postcard describe a problem and how you solved the issue.  2. Create a journal entry as if you were an explorer. Talk about any problems you may had and how you over came them.  3. Create a comic strip showing any problems and solutions an explorer, you researched, had. Students will write a 5 sentence paragraph summarizing the problem-solution in their comic strip.  4. Create a graphic organizer showing problem-solution on a explorer. Students will write a 5 sentence paragraph on problem-solution using the information from their graphic organizer.  Use the link below to show an interactive map about the explorer’s and their routes.  <http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u2/index.html>  See below for a rubric of problem-solution. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RI.5.4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*  **I Can Statement(s):**  I can learn words that help me identify the structure of text.  I can learn words that help me understand what it was like exploring America.  **Instructional Plan:**  **Modeled:** I will model for students how I want them to record words in their vocabulary journals using one section of the journal for unit vocabulary words and one for content specific words.  **Shared:** We will tab pages in our journal for recording unit vocabulary and for recording lesson vocabulary words.  **Independent:** Students will record words and their meanings in the specified places in their word study journals. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.5.1.**-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):**  I can effectively share what I have learned with my learning partner.  **Instructional Plan:**  Students will share with their shoulder partner text they have marked upon completing their independent reading.  Students will also share their center work with their shoulder partner. | | | | |
| **Closing/Summarizing Strategy** | **Instructional Plan:**  I will introduce anchor charts and explain how they can help us have a reference to things we are studying. I will share that while we are studying text structures, there are four criteria we could use to construct an anchor chart for each structure: pattern (i.e. descriptive), description of structure, signal or cue words found in text that identify the structure and a graphic organizer that would help students understand text written in this structure.  Students will construct anchor charts for problem-solution text using these criteria.  Use this link as a resource for creating anchor charts.  <http://www.faribault.k12.mn.us/documents/Compare%20Chart.pdf>  Use the link below to access the rubric to be used to assess anchor charts.  <http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2207071&> | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students will create a video on creazaeducation.com depicting the life of an explorer. Choose one explorer shown on the interactive map, and write a description of his journey. Use the map to tell what direction he traveled in and the oceans or rivers that he crossed. Use other resources to add more details to your description. | | Students who need help will meet in small groups with the teacher to complete their centers and signal words on Henry Hudson. | | | Video clips showing life of an explorer will be viewed to help build prior knowledge.  Pictures will be shown with new vocabulary words as they are introduced. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Centers, graphic organizers, and anchor charts will be products used for assessing student understanding. Rubrics will be used to determine the quality of work on paragraphs and anchor charts. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

Why Search For a Northwest Passage?

It was well known that an explorer could travel by ship around

Africa to get to Asia, or travel over the land to get to Asia, but both

of those routes took a long time and were very dangerous. It would

save time and possibly be much safer to find a route around North

America.

Jacques Cartier

Cartier sailed his ships hundreds of miles up the St. Lawrence River until they could go no farther because of the rapids in the river. Some Native Americans from the Huron tribe offered to help him when he reached their village which was named Hochelaga. Cartier named the hill nearby Mount Royal. This village was later settled by the French and is now a major Canadian city known as Montreal.

Henry Hudson

100 years after John Cabot became lost at sea in his search for the Northwest

Passage, another explorer continued the search. Henry Hudson lived in England and had

dreams of finding the Northwest Passage.

In 1607, Hudson tried to find a northern passage to the Far East by sailing over the

top of the world. He thought his ship, the Half Moon, could easily sail over the North Pole

and reach Asia. He had problems and had to turn back because the North Pole is always

covered with ice which makes it nearly impossible for a ship to sail.

The next year, in 1608, Hudson tried again. He sailed northwest from England. All

he found this time were **icebergs**. The crew of the Half Moon became angry because they

were cold and seemed to be going nowhere. They rebelled and forced Hudson to go back home to England.

In 1609, Henry Hudson was hired by the **Dutch** East India Company in the country

of Holland. His job was to try to find a northwest passage to the Far East. The Dutch

East India Company made a great amount of money from trading for spices in the Far East

by traveling around Africa. This was a long and dangerous route, however, and the

company wanted to find a shorter, safer route.

Hudson sailed west this time and reached North America. The Native Americans there gave him bread and green tobacco in trade for knives and beads. They showed him a

island called Manna-hata (today known as Manhattan, the center of New York City), that

was near a river. Hudson thought that river might lead to the Far East. He sailed up the

river as far as he could go, but it did not lead to China or the Far East. This river is known

as the Hudson River today. He claimed the land around the river for Holland and called it

“New Amsterdam.” (Amsterdam is the name of an important city in Holland).

The next year in 1610, Hudson tried once more to find a northwest passage to Asia.

He had a new ship named the Discovery, and he felt very **confident** that he could find a

route to the Far East. He sailed northwest along the coast of North America until he

found a strait (now known as the Hudson Strait), which led to a great sea. He felt certain

that this sea must be the Pacific Ocean. Hudson kept going west until the weather was very cold and the ship was surrounded by ice.

The crew of the Discovery was growing angry with Henry Hudson. It was almost

unbearably cold and the food supply was running low. As soon as the ice began to melt and

the ship could move again, the crew wanted to go home to return to safety. Henry Hudson

refused and continued to travel westward in search of China. In June of 1611, the crew

**mutinied** against Hudson and forced him and his young son into a small boat without any

**oars**. They left them in the middle of what we now call Hudson Bay. They were never

heard from again.

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| |  | | --- | | **Paragraph Writing/ Problem-Solution Centers** | |

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| CATEGORY | **10 9** | **8 7** | **6 5** | **4 3** | **2 1** | **Total** |
| **Graphic Organizer** | Student recorded all information in the graphic organizer completely. Evidence of more than sufficient detail. | Student recorded sufficient detail on the graphic organizer, but there was a minimum number of correct facts in the essay | Student recorded a minimum number of facts graphic organizer. Lack of detail. Facts may be incorrect or in the wrong category. | Student did not record a sufficient number of facts. Facts may be incorrect or in the wrong category. | Student didn't turn in the graphic organizer, or information was missing or incorrect. |  |
| **Rough Draft** | Information was well-organized in 5 sentences. Varied structure. Main ideas had excellent supporting details. Good word usage. No errors in content | Information was mostly well organized. 5 sentences. Fair description with good supporting detail. Some errors in content | Information was somewhat organized. Description was lacking supporting details. Fewer than 5 sentences. Several errors in content. | Lack of organization. Fewer than 5 sentences. Not enough detail. Many errors in content. Evidence of some plaigerism. | Writing was disorganized and not logical. Student copied directly from the graphic organizer. Rough draft was not turned in. Most information was plaigerized. |  |
| **Sentence Structure** | Sentences were complete. Varied structure. No run on sentences or fragments Good subject verb agreement. Paragraph has at least 5 sentences. | Sentences were complete. Varied structure. 1-2 run on sentences or fragments. 5 sentences. Some errors in verb agreement. | Sentences were complete, but short and choppy. 2-3 run on sentences or fragments. Fewer than 5 sentences. | Sentences were mostly complete. Some fragments or run on sentences Fewer than5 sentences | Sentences were short or choppy. Fewer than 5 sentences. |  |
| **Conventions and Final Draft** | Good subject/verb agreement. Student self-edited for problems with word usage spelling, capitalization and punctuation. Fewer than 5 minor errors. | 6-7 minor errors. Paragraph was readable. Evidence of thought in the editing process. Student consulted with teacher or another student. | Student did not try to self edit or peer edit. Errors in conventions. Paragraph was readable. | More than 7 errors. Rough draft could be understood despite errors. | Student submitted an unreadable paragraph. No attention to mechanics. |  |

List of Explorers

* Henry Hudson
* Christopher Columbus
* Giovanni da Verrazano
* John Cabot
* Samuel de Champlain
* Pedro Menendez de Aviles
* Captain John Smith
* Jacques Marquette
* Lewis Jolliet
* Thomas Hooker
* Lucas Vázquez de Ayllón
* Daniel Boone
* Alvar Nuñez Cabeza de Vaca
* Hernando de Soto
* Sieur de La Salle
* Juan Rodriquez Cabrillo